

## What is Listening Part 1?

- a conversation between two people, either face to face or on the phone
- one or two tasks (e.g. table completion)
- an example and 10 questions

The purpose of the conversation is to communicate and share information that will be useful in some way (e.g. for making a holiday booking, for working out the best transport options).

## What does it test?

- understanding specific information e.g. dates, prices, everyday objects, locations
- spelling of people and place names

## Useful language: spelling

In Part 1, a speaker will sometimes spell out the name of a person, street or company.

You need to be very familiar with the English names for the letters of the alphabet, as the word will only be spelt out once.



01

### 1 Listen and choose the first letter in each pair that you hear.

- |         |          |          |          |
|---------|----------|----------|----------|
| 1 A / E | 2 A / I  | 3 E / I  | 4 A / R  |
| 5 Y / E | 6 O / U  | 7 B / P  | 8 G / J  |
| 9 S / F | 10 M / N | 11 H / X | 12 D / T |



02

### 2 Listen to some words being spelt out and write down what you hear.

- 1 Manager: Sarah .....
- 2 Email: .....@gmail.com
- 3 Meeting point: ..... School sports field
- 4 Hotel name: .....
- 5 Address: 112 ..... Terrace
- 6 Company: ..... Movers

## Useful language: numbers



03

### 1 Listen and write the numbers you hear.

- 1 Customer cell phone: .....
- 2 Distance of race: ..... miles
- 3 A one-way ticket is: .....
- 4 Home address: ..... Bayside Road.
- 5 Width of window frame: ..... inches
- 6 Booking reference: .....

## Task information: Table, Note and Form completion

This task requires you to fill in the spaces in the table. The spaces are numbered in the same order as the information you hear.

You have to:

- listen to a conversation, which you hear once only.
- write one to three words, a number, or a date in each space in the table.
- write the exact words you hear.
- spell everything correctly.

### Advice

Not all place names are spelt out. For example, the underlined words are very common in English, so you should learn how to spell words like these.

Mountain View Hotel  
Ocean Road  
Bridge Street

### Advice

When we say a phone number, we can pronounce 0 as **oh**, or say **zero**.

When we talk about money we say, for example, **seven pounds / dollars / euros fifty**. (£7.50, \$7.50, €7.50).

### TIP

The answer can be written in numerals or in letters, e.g. 650, or six hundred and fifty. But it's much easier and faster to write numerals!

### TIP

For similar sounding numbers, listen out for the stressed syllable e.g. fifteen, fifty, sixteen, sixty.

## Useful language: times and dates



### 1 Listen and write the times or dates you hear.

- 1 Arrival date: .....
- 2 Class schedule: ..... to 6:30 p.m.
- 3 Date of last inspection: ....., 2018
- 4 Best time to visit: .....
- 5 The courses finishes on: .....
- 6 Delivery date: .....

## Useful language: recognising when the answer is coming

In Part 1, you might see a question like 'Height: about **1** .....cm'. You might not hear the word 'height' in the recording. Instead, the speaker might ask a question, or say something that relates to a person's height. This will tell you when the answer is coming.

### 1 Match an answer 1–6 with a question A–F the speaker might ask.

Height: around <b>1</b> ..... <i>6</i> ..... feet	<b>A</b> 'So can you tell me how long the curtains are?'
Width: <b>2</b> ..... <i>15</i> ..... centimetres	<b>B</b> 'How tall are the trees at the moment – approximately?'
Distance: <b>3</b> ..... <i>26</i> ..... kilometres	<b>C</b> 'And what would the charge for that be?'
Length: <b>4</b> ..... <i>330</i> ..... inches	<b>D</b> 'How heavy is the box you want us to move?'
Weight: about <b>5</b> ..... <i>63</i> ..... kg	<b>E</b> 'Do you know how wide the screen is?'
Cost: <b>6</b> \$ ..... <i>560</i> .....	<b>F</b> 'How far is it from the hotel to the airport?'

### TIP

Don't add words like **euros** or **inches** or **kilometres** to the answer sheet if they are provided on the question paper.

### Advice

We say dates like 1752 or 1997 as **seventeen fifty-two** and **nineteen ninety-seven**. For years following 2000, we can say, for example, **two thousand eighteen**, or **two thousand and /ən/ eighteen**, or **twenty eighteen**.

### TIP

You can write a date in different ways to get a mark (e.g. 3<sup>rd</sup> March, March 3 or 3 March). This fits the **one word and / or a number** in the instruction.

## Useful strategy: deciding what to write in the spaces

1 Look at the sample exam task below and complete this table.

Which space needs ...		What tells you this?
a date?	8	the verb 'starts' and 'Wednesday'.
a price?		
a phone number?		
a person's name		
a period of time?		
a place?		
a piece of equipment or clothing – singular noun?		
a piece of equipment or clothing – plural noun?		
a verb / action?		
a part of the body?		

**TIP**

Predicting what type of word will go into each space helps you to be ready to hear it during the recording.

**Advice**

Speakers sometimes mention a time, date or number, which might fit a space, but is not the real answer. This is called a **distraction**. Listen carefully in case the speaker changes their mind, or another speaker corrects them with the real time, date or number.

## Westwood Community Centre Activities

### Classes: when / where

#### Yoga basics

Example:

Mondays 7 p.m. – 8:30 p.m.

Taking place in the hall

### Things to bring

a **1** ..... is necessary for every session

### Other information

Discounted rate for students:

**2** \$ .....

Simple techniques that will help you

**3** ..... pain in your **4** .....

### Classes: when / where

#### Westwood Walkers

7:00 a.m. every morning

The walk starts from outside the **5** ..... in the village

### Things to bring

A good pair of

**6** ..... will help

### Other information

Free for everyone

The organiser is **7** .....

Lindsay

### Classes: when / where

#### Cycle Group

Training starts again on

Wednesday, **8** .....

The rides take about

**9** ..... on average

### Things to bring

helmet and bike

lights are essential

### Other information

No charge

Nicky's contact details:

**10** .....

**Action plan for Table completion**

- 1 Look at the instructions to find out how many words you can write.
- 2 Look at the heading and the subheadings. There is time to do this before you listen.
- 3 Look at the spaces and think about what kinds of word or number are needed (e.g. a date, a distance, an address, a plural noun).
- 4 Listen to the introduction, which tells you what the conversation is about.
- 5 Listen carefully to the conversation and focus on each question in turn. As soon as you've written the answer to one question, listen for the answer to the next.
- 6 Move on to the next row each time the speaker talks about something new – in this case, a new class.

**TIP**

Write an answer in each space even if you aren't sure about it. A guess might turn out to be right and get a mark, but an empty space won't be given a mark.

**TIP**

The question numbers run horizontally across each row.

**TIP**

If one of your answers is more than one word and a number, it is wrong, and won't get a mark.

**Questions 1–10**

05

Complete the table below.

Write **ONE WORD AND / OR A NUMBER** for each answer.

**TIP**

Remember you only hear the recording once.

**Art classes at Bramley Community Centre**

Class	Things to bring	Fees / Timetable	Tutor
Example 'Movement and <i>light</i> ': painting in the style of French Impressionists	a set of <b>1</b> ..... is essential	The cost is <b>2</b> \$ ..... for two terms Monday evenings 6–8 p.m., Room 15	A local artist called Steve <b>3</b> .....
'Clay basics': using the pottery wheel to make several <b>4</b> .....	an old <b>5</b> ..... would be a good idea	The cost is \$180 per term Every <b>6</b> ..... 6:30–8:30 p.m., Room 3	Theresa Clark – her work is displayed in the community centre
'Sketching Architecture': drawing old buildings, starting with the <b>7</b> .....	people usually take a fold-up chair and a <b>8</b> .....	The cost is \$160 per term Fridays 11–1 p.m. meet at the corner of Victoria Street and <b>9</b> ..... Road	Annie Li Annie's cell phone number: <b>10</b> .....

**Advice**

- 1 Should the noun you write be plural or singular?
- 2 Make sure the answer you choose is for two terms, not one.
- 4 Use your general knowledge to predict the kind of things people might make in a pottery class. And note the word **several**.
- 5 Listen for the word **old**, a similar adjective, or a paraphrase in the recording. This may signal that the answer is coming soon. Note that the occurrence of the same adjective (*old*) in both the recording and the question is unusual.
- 6 What does the word **every** tell you about the kind of noun that is needed?
- 7 The answer must be a kind of building. Listen carefully – because one or more buildings might be mentioned as distraction.

## What is Listening Part 2?

- a talk / speech / announcement / recorded message / radio excerpt given by one person, sometimes with an introduction by another person
- usually two tasks (e.g. multiple-choice, matching, flow-chart completion, plan / map labelling)
- 10 questions; there is a brief pause in the recording before the start of the next task

## Task information: Plan / map labelling

Plan / map labelling requires you to transfer the information you hear to a simple plan / map. You need to follow language expressing where things are located.

You have to:

- listen to part of the talk, which you hear once only.
- match a list of places to their locations (labelled A, B, C etc.) on the plan / map.
- write A, B, C etc. next to the corresponding place in the list.

## Useful language: plan / map labelling tasks

For Part 2, you will need to recognise language for directions.

- 1 Look at the places marked on the plan. Complete the sentences with phrases from the box. (Usually there are not so many labelled buildings on the map, or complete sentences.)

at the top    directly below    in between    in the centre    just above    nearest to  
 right-hand corner    smaller of    square-shaped    surrounded by    the south    to the right

### PLAN OF UNIVERSITY CAMPUS

- 1 As you can see, Student Services is at the bottom of your plan. .... of Student Services is a row of three lecture halls. The Albert Lecture Hall is the one .....
- 2 The Arts Block is ..... the Science Block, and ..... the Student Services building.
- 3 See the two L-shaped buildings at the top of the plan, in the .....? The Main Library is the ..... those two buildings.
- 4 The Sports Complex is easy to find. See the circular running track ..... of the map? On the left of that are two long, rectangular buildings. The Sports Complex is the one ..... the running track.
- 5 The café is well situated on the campus. .... the science block and the car park – there's a ..... building complex where many seminars take place. And in the centre of that building complex, you can find the café.
- 6 The nursery is in a nice spot. It's that building to ..... of the car park. The one that's ..... trees.

The speaker's purpose is to provide information that will be useful in some way (e.g. to inform staff about new health and safety requirements, to give directions to a group of volunteers, to tell people about a local event they could attend).

## What does it test?

- identifying specific factual information and detail
- understanding stated opinion

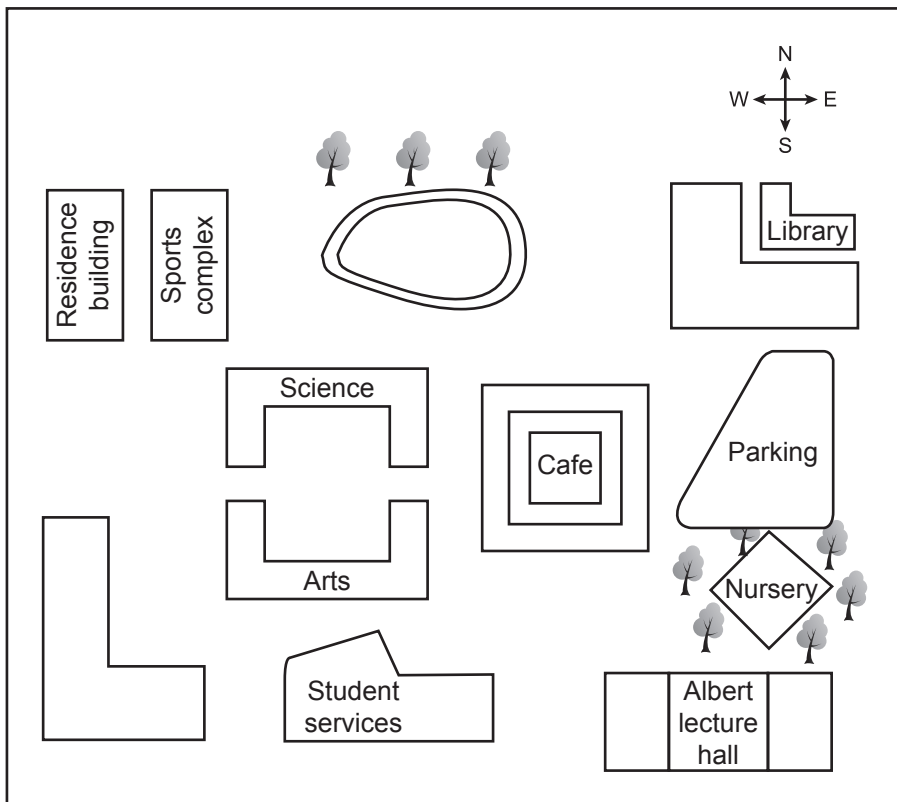
## Task information: 5-option multiple-choice

Multiple-choice questions usually focus on the details. The questions follow the order of the recording, although the options A–E do not.

You have to:

- listen to the recording, which you'll hear only once.
- choose two options from a list of five, i.e. A–E.

There is another kind of multiple-choice task – see Test 1 Part 3.



## 2 Listen and check your answers.

06

### Useful strategy: paraphrasing in 5-option multiple-choice tasks

In many IELTS tasks, you have to choose a correct answer from a number of options. The options may use different language to express ideas mentioned in the recording. This is known as 'paraphrasing'.

#### 1 Match options A–E with extracts 1–5.

**Underline the parts of the extracts that match the underlined phrases in the options.**

- A dealing with unhappy clients on the phone
- B improving written communication skills
- C giving presentations to colleagues
- D filing documents correctly
- E being a mentor to junior members of staff

- 1 So one thing the session will cover is how to deal with the huge amount of paperwork we receive. In other words, how we organise and store it all, in the right way, I mean.
- 2 I've been impressed by the way you've all managed to stand up and deliver a talk to the other people on your team. I don't think we need any more training in that area for now.
- 3 When a dissatisfied customer rings you up to complain, you need to know how to handle the situation effectively. We dealt with this in the previous session.
- 4 As you know, we have a number of trainees starting work next week. We don't have time to talk about this in the training session, but I'd like you to support and guide them during their first few months in the company.
- 5 From time to time you need to produce formal reports and the aim of this training session is to show you how to express your ideas more effectively and clearly.

### Action plan for 5-option multiple-choice

- 1 Read the questions so you know what kind of information you need to listen for.
- 2 Underline key words and ideas in the options and remember these may be paraphrased in the recording.
- 3 Listen to the introduction. It tells you who is speaking and describes the situation.
- 4 Transfer your answers to the answer sheet at the end of the test.

**TIP**

You can write the two options in any order on the answer sheet (e.g. A / B or B / A)

### Questions 11-12

07 Choose **TWO** letters, **A-E**.

Which **TWO** things will employees need to do during their first week in their new office space?

- A find out about safety procedures
- B collect a new form of identification
- C move boxes containing documents
- D make a note of any problem that occurs
- E learn about new company technology

### Advice

**11-12** Listen out for ideas which might be paraphrased in the options. Make sure the options you choose match exactly what the speaker says.

**13-14** The options may not be in the same order as in the recording. Cross them off when you think they have been paraphrased.

### Questions 13-14

Choose **TWO** letters, **A-E**.

Which **TWO** steps have the company taken to improve the physical environment of employees' offices?

- A provided comfortable seating
- B installed a new heating system
- C used attractive materials
- D enlarged people's working space
- E replaced the old type of lights

**TIP**

The speaker will use the same place names you see in the list. These won't be paraphrased in any way.

**TIP**

The letters on the plan are not in the same order as the places you hear mentioned, but the places in the numbered questions are.

### Action plan for Plan / map labelling

- 1 Read the instructions and the list of places you have to locate.
- 2 Quickly scan the plan for places, buildings or objects already labelled.
- 3 Identify any useful features that might be mentioned in the talk, e.g. a bridge, and look for arrows for north, south, etc.
- 4 As you listen, write the letters (A, B, C, etc.) next to the list of places.
- 5 Transfer your answers to the answer sheet at the end of the Listening test.

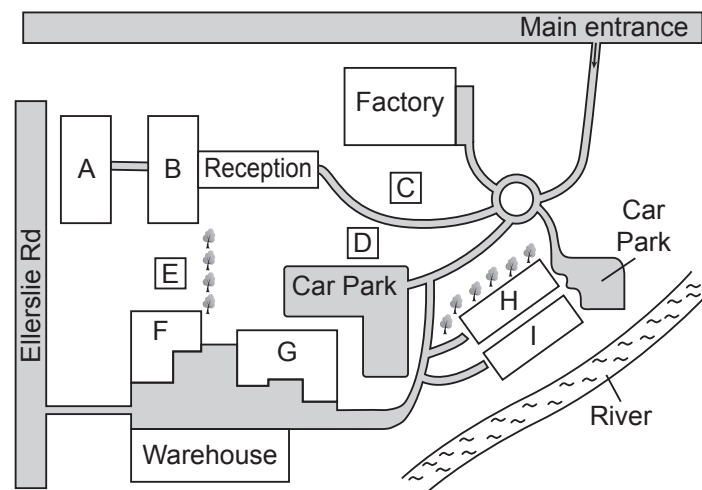
### Questions 15-20

07 Label the plan below.

Write the correct letter, **A-I**, next to **Questions 15-20**.

### Plan of the renovated factory complex

- 15 Conference centre .....
- 16 New office space .....
- 17 Stores .....
- 18 Finance .....
- 19 Café .....
- 20 IT department .....





## What is Listening Part 3?

- a discussion between two or sometimes three speakers (e.g. between one or more students and / or their university tutor)
- two tasks (e.g. flow-chart, multiple-choice or matching)
- 10 questions, with a brief pause in the discussion between the parts that relate to each task

The subject is an aspect of academic life (e.g. a presentation).

## Task information: 3-option multiple-choice

In Part 3, this task usually focuses on attitude / opinion, negotiation and (dis)agreement.

You have to:

- listen to the recording, which you will hear once only.
- choose from options **A**, **B** or **C** to answer a question or complete a statement so that it means the same as the information in the recording.

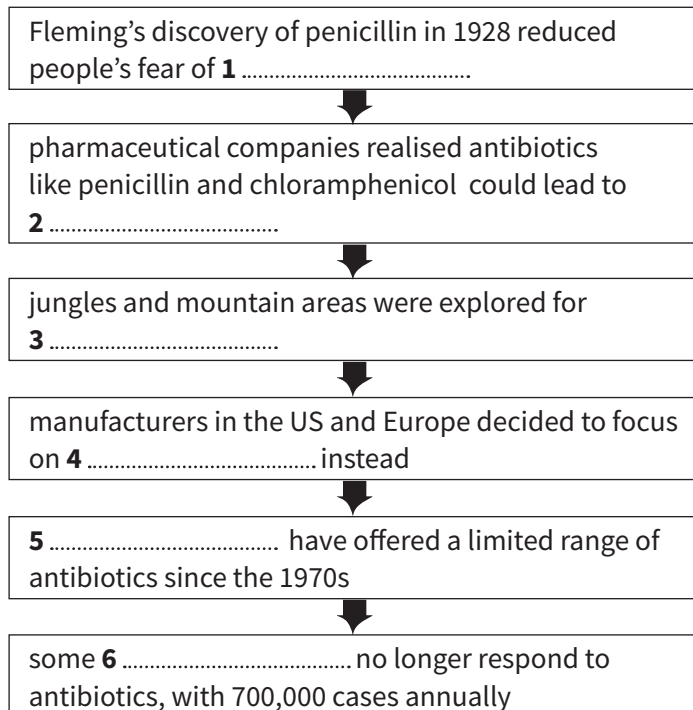
## Useful strategy: identifying the locating words

In many IELTS tasks you need to identify the words (e.g. in the notes, flow-chart or questions) which are also in the recording. These words will help you follow a conversation and know which part of it contains the information you need.

Locating words are usually dates or statistics, names objects or events, which are difficult to paraphrase.

### 1 Underline the locating words in questions 1–6.

#### History of antibiotics



## What does it test?

- identifying key facts and ideas and how they relate to each other
- identifying speakers' attitudes and opinions
- recognising agreement and disagreement

## Task information: Flow-chart completion

Flow-chart completion requires you to follow the development of a discussion. The steps in the flow-chart are in the same order as what you hear.

You have to:

- listen to part of the discussion, which you hear once only.
- choose one option (**A**, **B**, **C**, etc.) from the box to complete each space in the flow-chart according to what you hear.

## Vocabulary

For Part 3 flow-charts, the vocabulary in the options will be different to the language you hear in the recording.

### 1 Look at these examples of language from the recording on the history of antibiotics. Match them with options A–I.

- |  |                          |
|--|--------------------------|
| 1 the financial gain would be enormous.  | <input type="checkbox"/> |
| 2 clinics and hospitals                  | <input type="checkbox"/> |
| 3 people receiving medical care          | <input type="checkbox"/> |
| 4 specimens of microorganisms            | <input type="checkbox"/> |
| 5 artificial kinds of antibiotic         | <input type="checkbox"/> |
| 6 a cut that went septic / a sore throat | <input type="checkbox"/> |
| 7 a real improvement                     | <input type="checkbox"/> |
| 8 doctors and surgeons                   | <input type="checkbox"/> |
| 9 severe illness                         | <input type="checkbox"/> |

- |                                |                            |
|--------------------------------|----------------------------|
| <b>A</b> synthetic forms       | <b>F</b> bacteria samples  |
| <b>B</b> serious diseases      | <b>G</b> treatment centres |
| <b>C</b> genuine progress      | <b>H</b> sick patients     |
| <b>D</b> common infections     | <b>I</b> large profits     |
| <b>E</b> medical professionals |                            |



### 2 Listen to some extracts. Complete the flow-chart with options A–I.



## Useful strategy: 3-option multiple-choice

For Part 3, these questions may test understanding of agreement and disagreement.

### 1 Look at the list of phrases.

Decide whether they suggest agreement , or disagreement .

- |                                 |                          |  |                          |
|---------------------------------|--------------------------|--|--------------------------|
| 1 Actually, you could be right. | <input type="checkbox"/> | 7 I'm not sure I go along with that.       | <input type="checkbox"/> |
| 2 I doubt it.                   | <input type="checkbox"/> | 8 That's one way of looking at it, but ... | <input type="checkbox"/> |
| 3 I hardly think so.            | <input type="checkbox"/> | 9 You have a point there.                  | <input type="checkbox"/> |
| 4 Fair enough.                  | <input type="checkbox"/> | 10 Exactly.                                | <input type="checkbox"/> |
| 5 I couldn't agree more.        | <input type="checkbox"/> | 11 Come on. Surely that's not the case.    | <input type="checkbox"/> |
| 6 Precisely.                    | <input type="checkbox"/> | 12 Not necessarily.                        | <input type="checkbox"/> |

## Exam Practice Test 1

## Listening Part 3

### Action plan for Flow-chart completion

- 1 Read the instructions and check how many spaces there are in the flow-chart.
- 2 Look at the heading of the flow-chart to find out the discussion topic.
- 3 Look at the flow-chart and underline the locating words.
- 4 Read the list of options, and remember they will probably be paraphrased in the recording.
- 5 Listen carefully to the conversation, and be ready for the answer when you hear the locating words.
- 6 Transfer your answers to the answer sheet at the end of the test.

TIP

The question numbers run horizontally across each row.

TIP

Many of the options fit in several spaces. Don't try and guess the answers.

TIP

Focus on each question in turn. As soon as you have answered one question, look at the next stage of the flow-chart.



### Questions 21–26

09 Complete the flow-chart below.

Choose **SIX** answers from the box and write the correct letter, **A–I**, next to **Questions 21–26**.

- |                               |                              |
|-------------------------------|------------------------------|
| <b>A</b> lifestyle changes    | <b>F</b> effective packaging |
| <b>B</b> famous people        | <b>G</b> toxic substances    |
| <b>C</b> scientific findings  | <b>H</b> processed foods     |
| <b>D</b> industrial processes | <b>I</b> alarming images     |
| <b>E</b> poor diet            |                              |

### Advice

**A–I** These options may be mentioned in any order. Three of them will not be needed.

**21** Listen for the date as the answer will come shortly afterwards.

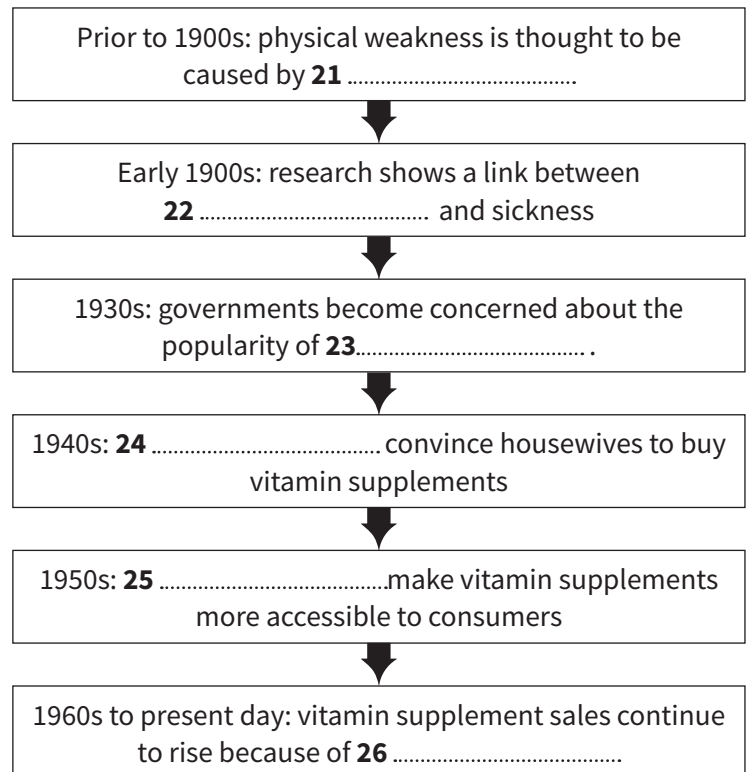
**23** **Governments** is the locating word. **Popularity** is expressed using different language in the recording.

**24** Both **1940s** and **housewives** are useful locating words.

**25** How might **more accessible to consumers** be paraphrased?

**26** What's another way of saying **rise**? The answer will come after one of the speakers has said this.

### History of vitamin supplements



### **Action Plan for 3-option multiple-choice**

- 1 Read the questions. They give you an idea of what information you should listen for.
- 2 Underline the locating words in the questions.
- 3 Quickly read through the A, B, C options, remembering that these will be paraphrased in the recording.
- 4 As soon as you've chosen the answer to a question, listen for the answer to the next one.
- 5 Check your answers and transfer them to the answer sheet at the end of the Listening test.

**TIP**

Underline locating words that are unique to each question.



### **Questions 27–30**

09

Choose the correct letter, **A**, **B** or **C**.

**27 Sam believes that more Australians are taking vitamin supplements because they**

- A** want to have control of their own health.
- B** are advised to by local health authorities.
- C** have benefitted from competition amongst manufacturers.

**28 Lucy is concerned that the US vitamin supplement industry is not required to**

- A** follow the guidelines produced by a government agency.
- B** list all the possible side effects of taking vitamins.
- C** provide evidence that their products are effective.

**29 When discussing the Danish experiment, Lucy and Sam conclude that vitamin supplements**

- A** are best used for preventing minor illnesses.
- B** are not fully understood by researchers.
- C** are harmful if taken in large amounts.

**30 Lucy and Sam agree that stricter regulation of the vitamin supplement industry**

- A** would only lead to a slight decrease in sales.
- B** might be necessary for some types of vitamin.
- C** may not be welcomed by all consumers.

### **Advice**

**27** Choose the option that reflects Sam's personal opinion, not just an idea he refers to.

**28** The options do not follow the order of the information Lucy gives.

**29** **Minor illnesses**, **scientists** and **harmful** are all paraphrased in the recording. But the option you choose must exactly reflect Lucy and Sam's conclusion.

**30** Listen for phrases of agreement and disagreement to help you choose the right option.